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A review of the extensive literature on college administration and college administrators reveals there are relatively few empirical studies in the field. It was also observed that: there is widespread agreement on a few broad principles; there has been a heavy emphasis on human relations and proper administrative procedures; there are fundamental cleavages that prevent college administration from becoming a single cohesive unit; there is a close identification of the president and his administration; there is a great deal written on the dissatisfactions of the job; there is little attention to the problems of lower level administrators; and no single legitimate authority has appeared which dominates the study of college administration. The 79 books and articles reviewed are grouped under 4 general headings: Studies of College Administrations; Studies of Specific Administrative Roles; Notes on Training; and Textbooks and General Articles. (JS)

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A Review of the Literature on College Administrators and Administrations

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April 1966

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Addendum to: A Review of the Literature on College Administrators and Administrations, September, 1968.

This listing is not complete. Some of the more outstanding omissions are:

1. American Association of Junior Colleges, National Committee for Appraisal and Development of Junior College Student Personnel Programs. Junior College Student Personnel Programs - Appraisal and Development. The Association (mimeograph), 1965.

2. Ayers, Archie R. and Others: Student Services Administration in Higher Education. USOE, 1966.

3. Demerath, Nicholas J., et al. Power, Presidents and Professors. Basic Books, 1967.

4. Dodds, Harold W. The Academic President - Educator or Caretaker? McGraw Hill, 1962.

5. Gould, John W. The Academic Deanship. Institute of Higher Education. Teachers College, Columbia University, 1964.

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OVERVIEW *

The student of college administration is struck by the tremendous quantity of writing in the field. Two recent annotated bibliographies issued by the Office of Education bear witness to the vast amount of printed matter generated by the subject.

The more modest bibliography was issued in 1961 and entitled The College Presidency. It is 143 pages in length and cites 695 works. Two-thirds of the works cited fall under two subject classifications: "Selection and Qualifications" and "Duties and Responsibilities." The number of writings has accelerated in recent years with one-third of the total published in the last decade covered by the bibliography. There are 104 periodicals cited as sources.

The more general and comprehensive bibliography entitled Administration of Higher Education was published in 1960 and runs to 410 pages covering 2,708 titles.

Our review of this extensive literature has led us to one principal conclusion. Although there has been much attention paid to college administration and college administrators, there has been surprisingly little empirical study. Many of the writings are personal observations and reminiscences by college presidents. Indeed, half of the writings on the college presidency were written by presidents or ex-presidents. Other administrators were also heavy contributors. There has been relatively little written by social scientists.

Why is so much written about college administration? There are two reasons in addition to the importance of the subject. College administrators are literate men and indeed often are frustrated scholars. Second, the accomplishments of college administration are difficult to measure and it is sometimes difficult to get agreement even on the goals. The university is a far cry from the modern business corporation which can tell all in its annual report of earnings.

Our review of the literature has led us to the following eight conclusions:

1. As already stated, there has been relatively little empirical study of college administrations or college administrators. Columbia University's Teachers College published what are perhaps the two most comprehensive studies in the early 1930's. There has been only one historical analysis of college administrative roles and [illegible] was done in the late 1930's.

Why is it that there have been so few studies? The first studies demonstrated their difficulty. There is little comparability from institution to institution. Titles do not designate functions, and it is not unusual for one administrator to wear several hats. It is far easier to study either one college administration or one administrative role. In recent years there have been a number of studies of specific roles, such as the business officer,

* This study is supported by a grant from the College Entrance Examination Board.

the dean, and the admissions officer. There have undoubtedly been a large number of management surveys of specific college administrations which have not been published.

2. There is widespread agreement on a few broad principles. The day of the strong college president has passed. Today's president is an organizer and an administrator. The modern college president's job is a tough one. Not only must he be a scholar, but also an administrator and a public figure. Sociologically, he must attempt to balance the conflicting demands of the board of trustees, his faculty, the student body, the alumni, and in today's academic world, foundations, government, and the community. Administration is a means to an end and not an end in itself. The administration must maintain at least the semblance of democracy, with the faculty being consulted in a number of areas.

3. There has been a great deal of attention to human relations, and proper administrative procedure. There has been heavy emphasis on the proper psychological qualities and the orientation of the administrator. Colleges and universities have not escaped either the management revolution or the human relations revolution. There is a great deal of concern for professionality among administrators.

4. No single legitimate authority has appeared which dominates the study of college administration. Authority is split between teachers colleges which offer courses on college administration; associations of colleges and universities such as the American Council on Education and the College Entrance Examination Board which are concerned with a wide range of matters affecting colleges; and the associations that are concerned with specific functions, such as the American Personnel Guidance Association and the American Association of College Registrars and Admissions Officers. Further, it is probable that college administrators tend to think of themselves as specific types such as business managers or admissions officers rather than as general all-purpose administrators.

5. There are fundamental cleavages which prevent the college administration from becoming a cohesive unit. There is upper and lower administration with those in the top not coming from the lower echelon. There are different types of colleges and there are regional differences. The administration is organized as a number of separate offices and there is not generally movement from one office to another. All of this tends to hinder the development of a class of general college administrators.

6. There is a close identification of the administrator (or president) and his administration. In reading about the "college administrator," it is often difficult to tell whether a given author is referring to the president of the college or one of his deputies. It is assumed that the president has the right to pick the administrators he wants and to demand their loyalty. Our reading of the literature notes little attention paid to the rights of college administrators. There is no mention made of any revolt by a group of "Young Turk" administrators.

7. There is a great deal written about the dissatisfactions of the job of college administration. There is overwork, boredom, conflicting demands, and a shortage of office space. There is little talk, however, about the satisfactions of the job. The successful business administrator is publicly recognized and rewarded with stock options. The famous scholar has his list of books, honors, and he also has his students. When a college or a university is a success, however, it is likely to be attributed to the faculty or to benefactors. The successful college administrator cannot necessarily count on recognition.

8. There is relatively little attention paid to the fundamental problems of the lower level college administrator. He faces uncertainty about promotion, the lack of transferability of skills and the demand for loyalty to one particular institution. In fact, an extremely large proportion of the lower level administrators work at colleges they attended.

With this brief overview of the literature, we proceed to the examination of 79 specific works. We have grouped these books and articles under four general headings: Studies of College Administrations; Studies of Specific Administrative Roles; Notes on Training; and Textbooks and General Articles.

This review does not presume to be complete. Most studies have been cited. As far as the general literature is concerned, we have attempted to be representative. In each section the entries are arranged by date of publication.

A. STUDIES OF COLLEGE ADMINISTRATIONS.

A.1

One of the first quantitative studies of college administrations was published in 1932 by Irwin J. Lubbers, under the auspices of Northwestern University's School of Education. It is entitled College Organization and Administration: Current Practices in Independent Liberal Arts Colleges. He gathered data from 160 colleges by questionnaires and from 20 colleges by personal interviews.

Lubbers notes that the office of the president has undergone great change. "The introduction of the college dean relieves the president of details of instructional administration and discipline... With many of the president's past responsibilities delegated, it appears that in the future his role is more likely to emphasize coordination, rather than control."

"The registrar, which in many small colleges has been second in prestige only to that of the president, is going to be downgraded. The high office of registrar is being supplanted by the humbler one of recorder."

Of all the major offices, that of the dean seems to have the best prospect of growing in influence and prestige. "In some of the smaller

colleges, it has been the misfortune of this office to be designated as a title of honor for some benevolent but superannuated member of the teaching staff, perhaps to assuage disappointment at the promotion of some younger man to the office of president. The developments in the field of higher education along the lines of experimentation, honors courses, comprehensive examinations, and improvement of instruction afford to the college dean ample scope for the exercise of leadership."

The business manager, Lubbers feels, is on the way to increasing importance which, in some institutions, can virtually match that of the president itself. By way of summary, he observes, that the prestige and influence of the registrar and the president are waning, while the influence and prestige of the dean and business manager are becoming stronger.

The need of the independent liberal arts college to sell itself to the public has "been reflected in the administrative organization by the appointment of a core of salesmen." These are the directors of publicity, alumni interests, admissions, vocational guidance, and placement. Lubbers felt that it was neither necessary nor desirable for the majority of independent liberal arts colleges to have a core of full-time administrative officers for these functions.

The author takes a definite stand on many items but does not specify to what extent his data back up his recommendations. He cites as the greatest problems the need to improve business organization, health supervision of students, and the social program of students. "There are indications that in the colleges investigated the faculties are afforded the appearance of participation in administration to a greater extent than the actual substance of such participation... Most student organizations for participation in college administrations are shams."

A.2

Perhaps the most thorough study of college administration was published in 1933 by Robert H. Morrison, as The Internal Administrative Organization in Teachers Colleges. The study was sponsored by the National Survey of the Education of Teachers.

Questionnaires were returned by 150 teachers colleges in 41 states. The literature on college administration was studied and from it Morrison brought forth a number of propositions about college administration. His questionnaire asked each of the college presidents to list the names of six other presidents whom he considered superior administrators. From these a panel of 30 distinguished presidents was chosen to whom the propositions on college administration were mailed. The author compared what the panel of experts said should be the case to what the questionnaires from the 150 colleges indicated to be actual practices.

An example of this type of comparison follows:

> "Thirty-eight teachers colleges investigated are so organized that the entire faculty participates in suggesting or formulating policies concerning instruction. The jury (of 30 distinguished presidents) rated such participation as highly desirable; yet there are 112 presidents who report that the faculty as a whole does not participate in the formulation of instructional policies in the institution over which they preside."

The book contains a number of tables listing both the number of committees and their functions, and the number of administrative officers and their functions.

Some of the items on which the distinguished jury agreed were so general as to be of little value. They felt, for example, that the same administrative functions should be performed in all teachers colleges, and that presidents should be relieved from the performance of a multiplicity of duties.

The jury of distinguished presidents was in agreement that control should continue to be exercised by the president. Committees should be selected by the president and not the faculty. There was no need for faculty approval of all major administrative policies.

The survey of committees in teachers colleges showed an average of approximately 10 standing committees for each institution. The larger colleges and the colleges with more administrators had a greater number of committees than the smaller colleges. Committees concentrated on two topics: curriculum and entertainment, and student social affairs and activities.

Morrison noted that the literature on administration had two conflicting viewpoints concerning the use of committees. One contended that the chief function of the committees was to study problems and to make recommendations. The second held that committees should be appointed to administer functions.

The report found that committees usually function as follows: the president appoints the committee. A large percentage of presidents retain ex-officio membership in all standing committees. Nearly all committees make investigations, recommendations, and they also initiate policy. The decisions made by 80% of the committees are subject to reversal by the president. Only one-quarter of the committees are given a written list of duties. About half of the committees report in writing. There are some administrative officers on approximately 75% of the committees.

The survey of administrative officers was very thorough. Those officers, other than the president, found most frequently were: business agent, dean of men, dean of women, director of athletics, director of health, director of placement, director of training, librarian, registrar, and superintendent of buildings and grounds. The larger the institution the greater was the number of administrative officers. The colleges averaged 12 administrative officers each. (See Table 1.)

TABLE 1

The Administrative Offices in 150 Teachers Colleges as of 1932*

	Frequency	Average Weekly Teaching Load
President	100%	--
Librarian	99	2.4
Registrar	92	1.2
Director of Training	92	5.6
Director of Athletics	88	10.1
Dean of Women	85	4.5
Superintendent of Buildings	77	0
Director of Health	63	5.2
Dean of Men	57	10.0
Director of Placement	54	6.0
Dean of College	53	5.2
Director of Extension	46	5.2
Business Manager	41	0
Chief Accountant	39	0
Editor of Publications	37	10.0
Bursar	28	0
Chief Storekeeper	28	0
Director of Housing	19	7.8
Vice President	18	7.3
Director of Research	18	10.0
Director of Social Affairs	17	7.0
Director of Student Activities	15	9.8
Director of Adjustment	9	6.0
Director of Personnel	8	7.1

*Morrison, Loc.Cit., pp. 52-53.

In general, two offices are not combined under the direction of one official. However, there are several combinations which occurred frequently. These are:

1. College dean and registrar;
2. Dean of men and director of athletics;
3. Dean of women and director of student social activities;
4. Dean of women and director of housing;
5. Director of extension and director of placement;
6. Director of placement and director of training;
7. Director of training and director of adjustment;
8. Registrar and business agent;
9. Business agent and superintendent of building and grounds.

Practically all officers are administratively responsible to the president. The author recommended that administrative functions be grouped into five administrative divisions. Each administrative division would have its own director reporting to the president.

The study of the performance of administrative functions noted that: "Presidents usually retain more administrative functions for performance than they delegate... Business management is kept almost entirely in the hands of the president. Buildings and grounds management is retained by a large percentage of presidents who make use of a superintendent of buildings and grounds as a chief assistant... Functions pertaining to instruction are generally not directed by a single head, except insofar as the president does the directing himself. Nearly all supervision of instruction is done by the president, the college dean and the head of the department... The presidents perform many personnel functions... Only a few presidents delegate to subordinate officials functions pertaining to public relations..."

A.3

The Morrison work just cited is one of two general surveys conducted by Columbia University's Teachers College under the direction of Edward S. Evenden. The second is entitled The Internal Administration of the Liberal Arts College, by James S. Kinder. Published in 1934, it is based on a questionnaire returned by 116 liberal arts colleges and a secondary group of 11 larger colleges and universities. These are each studies of high calibre, giving the history of the teachers college and the liberal arts college respectively. Each cited the relevant literature. The impact of these two studies, which remain the only comprehensive studies of college administrations to date, is difficult to measure. Neither is listed in the recent bibliography on college administration.

In his survey of the literature, Kinder notes that writings on college administration fell chiefly into four classes:

1. Surveys of colleges and universities by the Office of Education, staffs of leading universities, and by associations, foundations and independently appointed commissions;

2. General treatments of a textbook nature and magazine articles;

3. Reports of associations and foundations;

4. Scientific treatises which deal with very limited aspects of the whole, such as the duties and functions of the dean, the registrar, the personnel director or the president.

Kinder was frustrated by the variation in titles and practices. "This variation is apparent when it is revealed that 93 titles are employed for the administrative officers of the colleges, not including such titles as clerk, hostess, matron, postmistress, chaperone, nurse, dietician, watchman, bookkeeper, etc."

Kinder divided the administration of the college into six units: 1. The executive unit; 2. The instructional unit; 3. The personnel unit; 4. The business and finance unit; 5. The research and public service unit; 6. The publicity and public relations unit.

Kinder was interested in the extent to which the functions of administrative officers were defined. By a study of "charters, by-laws, and special regulations," he concluded that functions had been defined in 36 out of 90 colleges, partially defined in 4, and not defined in 50. This attempt to determine to what extent the functions of administrators were defined was an item of the questionnaire.

Kinder quotes several of the college presidents who noted that administrative functions were not defined. "We do not have definite and fixed areas of activities for the various officers. Nor do I care to set up such definite statutes. May I say that the various officers you enumerate all function according to the usual duties and with the usual authority of such officers." "No statutory or other definition of duties and functions adopted. The major functions of each office are those which are the most natural and normal." "The duties performed by these administrative officers are such as are performed by corresponding officers in other institutions."

Not only are the duties of the specific officers unclear and not comparable from one college to another, but a number of administrative officers hold more than one administrative title and perform the functions of several officers.

Most administrators reported directly to the president, but in a number of colleges the chief business officer reported directly to the board of trustees.

Kinder reviewed the presidents' attitudes toward committees. They were generally favorable. Although there is no statistical presentation on committee; Kinder concludes that because of the committee the faculty is preeminent in liberal arts colleges. A great deal of time and effort is wasted by committee meetings.

The study concludes with seventeen principles of internal administration which "have been gleaned from a review of the literature." The principles contain such points as: "The administration exists to serve the ends of the college and the administration should be kept as small as possible. Each member of the staff should have clearly defined duties and these should not overlap. The president should be free from detail. Administrators should be given authority commensurate with their responsibility. The institution should recognize that administration and instruction are specialized functions. The faculty should be considered the legislative body of the institution in academic matters. The faculty should not attempt nor be expected to perform executive duties."

In conclusion Kinder notes:

1. "College administration is more democratic in practice than in form. Few presidents take delight in absolute authority for its own sake. Their correspondence is replete with allusions to efforts to keep all the members of the staff informed of the policies of the board of trustees and the administration."

2. "College administrative officers are doing too much teaching. It is often difficult to decide whether an individual is an instructor or an administrative officer."

3. "The duties of two or more administrative officers are frequently performed by one individual. These offices are often only remotely related. If necessary to combine the function of two offices, they should be offices with logically related functions."

A.4

Reeves, F.W., Kelly, F.J., Russel, J.D., Works, G.A.: The Organization and Administration of the University. (1933)

A survey of the administrative organization of the University of Chicago, 1929-1931. It is an abstract overview. Charts illustrate changes in organization of the institution that occurred between 1929 and 1931. There are concise outlines of the functions of all existing administrative offices. No particulars.

A.5

McGrath, Earl James: The Evolution of Administrative Offices in Institutions of Higher Education in the United States from 1860 to 1933. (1938)

The study, based on information obtained from questionnaires and college publications, examines the histories and present status of administrative offices in 32 colleges and universities. The offices studied are: president, vice-president; dean; dean of women; dean of men; registrar; secretary of the faculty; librarian; assistant dean; and alumni secretary.

The following items are considered: (1) Time when the office made its first appearance; (2) Titles held during period covered by study; (3) With which if any other offices each office is or was combined; (4) Teaching responsibility assumed by officers; (5) Academic training; (6) Length of tenure; (7) Changes or trends in administrative offices.

The general finding is that the offices evolved in almost the same order in all groups of institutions. The three oldest offices are: president, librarian, and secretary of the faculty. The most recent are the offices of alumni secretary; assistant dean; dean of men. The office which has increased most markedly has been that of admissions officer.

Teaching responsibilities of presidents, vice-presidents, deans, secretaries of faculty, registrars and librarians have decreased.

Better academic training as represented by advanced degrees is being required of individuals occupying the offices of president, vice-president, dean, dean of men, and assistant dean. Fewer deans of women, registrars, librarians and alumni secretaries possess advanced degrees than formerly.

The office of vice-president was found in less than half of the 32 institutions studied. In most cases, it has been combined with other offices, most prevalently with the office of dean. The first vice-presidencies appear in 1860; the largest percentage is found in 1890. Most taught and held advanced degrees. Median tenure has been 5 years.

The office of dean existed in all the institutions studied, but there is a diversity of titles used to designate the office, particularly in the larger institutions. The large eastern and state institutions were the first to establish this office. By 1900, 80% of the institutions studied had established the office. Almost all 174 deans (who held that office at some time between 1860 and 1933) were found to have teaching responsibilities. Deans have taught in all academic fields except the fine arts. The percentage of deans with the doctorate has increased. Nine out of ten held advanced degrees. For all deans from 1860 to 1933, the median tenure is 5 years.

Deans of women were found in four out of five of the institutions studied. A majority taught but 40% did not hold advanced degrees. Median tenure was 3 years.

Deans of men were found mainly in large, co-educational institutions, and in less than 50% of all institutions studied. The office made its earliest appearance in 1902; the median year of establishment is 1920. The office is frequently combined with other offices. A large percentage teach. Advanced degrees were held by 75% of deans of men. Median tenure in the 15 institutions where the office was found has been 4 years.

All institutions studied had established the office of registrar, which has frequently been combined with the office of secretary of the faculty. Since 1915, there have been fewer such combinations. The office made its first appearance in large eastern institutions. "The hypothesis is advanced that the appearance of this office is a response to the increased student bookkeeping occasioned by the introduction of the elective system." The percentage of registrars teaching, originally large, has decreased steadily over the years. In 1933, only 20% taught. The proportion of registrars with advanced degrees was decreasing. McGrath concludes that "The office is becoming one which requires the full-time service of a person not necessarily possessing advanced academic training."

The secretary of the faculty, found in all of the institutions, has performed his functions under a variety of titles. The officer is usually in close association with business officers and the board of trustees, and frequently shares the responsibilities of another office. Most individuals holding this office do not teach. Most do not have advanced academic

training. This is especially true of faculty secretaries in the state universities. The median tenure was short at 3 years.

The office of librarian existed in all institutions in the period after 1860. Since the turn of the century it has become almost entirely an administrative office, rarely combined with other offices. There has been a marked decrease in the amount of teaching done by librarians. The subject predominantly taught is social science. The percentage of librarians holding the master's degree, large prior to 1900, has decreased. While the median tenure for all librarians was 6 years, 25 of the librarians had served over 20 years.

The office of assistant dean was established in less than 50% of the institutions studied. The median year of establishment for this office is 1915. It has not been frequently combined with other offices. Almost all the assistant deans taught. Assistant deans have the shortest median tenure at 2.5 years.

Almost all (95%) of the colleges studied had established the office of alumni secretary. In one-third of the cases, it was combined with other offices. Two-thirds held the bachelor's degree, but most taught. Average tenure was 4 years.

The median number of administrative officers listed in 32 institutions has increased from 4 in 1860 to 30 in 1933. The largest number of such offices in 1860 was 7. The largest number in 1933 was 137. The smallest number of offices in 1860 was 2, and in 1933 it was 12. It was found that "large differences exist in the number of administrators even among institutions of approximately the same size and the same academic offerings. There has been a steady increase in the complexity of administrative organization."

A.6

Russel, John Dale: "Changing Patterns of Administrative Organization in Higher Education." (1955)

It is based largely on McGrath's study. The article makes the following points: (1) Administrative offices have had their origins in the teaching staff, except in the field of business management, and the office of the dean of women; (2) The number of administrative officers has increased "enormously"; (3) As an institution takes on a new function, a new administrative office is almost always added to supervise that function; (4) Nomenclature used for administrative titles has not been standardized.

A.7

Adams, Jesse E., and Donovan, H.L.: "The Administration and Organization in American Universities." (1945)

This study, based on questionnaires returned by presidents of 60 leading universities, is concerned mainly with presidents' attitudes toward faculty participation in administration, and with organizational provisions for such participation.

A.8

Hobson, Robert L.: Some Psychological Dimensions of Academic Administration. (c.1950)

A psychological study of administrative talents and abilities. It reports the results obtained from distributing a rating scale to the 823 subordinates of 54 administrators at 9 institutions in Indiana.

The scale included the following 9 categories: (1) Intellectual balance; (2) Emotional balance; (3) Administrative leadership; (4) Administrative planning; (5) Use of funds; (6) Capacity for work; (7) Accomplishment; (8) Relations with subordinates; and (9) Public relations.

"The scale was constructed for the purpose of furnishing an administrator with information about himself in his job, which he could use for self-improvement. Three factors which emerged from factor analysis were: fairness to subordinates, administrative achievement, and democratic orientation..."

The author concludes that "It is possible to measure traits of academic administrators by means of a subordinate-administrator rating scale. ...It appears that in general an administrator may succeed in 'administrative achievement' with only a moderate degree of fairness to subordinates. On the other hand, he may be fair to subordinates and still fail to 'achieve administratively'. He may possess either or both of the characteristics of 'fairness to subordinates' and 'administrative achievement' without having a 'democratic orientation'. However, if he does have a 'democratic orientation', he is almost certain to be fair to subordinates. ...It is possible for staff morale to be high even though the staff is under an administrator who lacks a 'democratic orientation'....The factor which is of most importance in determining staff morale is fairness to subordinates."

The scale does not reflect differences among administrators with respect to: the specific job performed, age, salary, years in the position, experience, varying amounts of time spent in administration, or professional activities.

A.9

Newburn, Harry K.: "The Organization and Administration of Universities in France, Italy, and Great Britain." (1953)

A study based on personal visits to 29 European universities. Comparing European and American systems of administrative organization, the author finds that the lay board of control is non-existent in Europe. While many broad budgetary policies in French and Italian universities are determined nationally, British institutions have almost complete autonomy. It is found that European universities as a whole are less responsive to public opinion and less directly affected by general social developments than American universities.

Executive heads of most European institutions are temporary appointees who continue their professorial activity. "There appears to be a fundamental objection to the development of 'professional administrators' and a definite belief that such arrangements would operate to the disadvantage of the universities."

A.10

Sullivan, Richard H.: "Administrative-Faculty Relationships in Colleges and Universities." (1956)

An article based on visits to 18 colleges and universities. A basic difference between faculty and administrative responsibility is noted, as well as the absence of a set pattern for the formal arrangement of the presidency. Channels of communication were found to be partially blocked. This was because of the confidential nature of much administrative detail, and partly because of the elements of "salesmanship and politics" in administration. Size of institutions was found to affect the scope of an administrator's accomplishment. "The value of research of an operational and administrative character has not yet been recognized in a number of colleges."

A.11

Vogel, Fred J.: A Study of Concepts and Practices Relating to the Allocation of Student Personnel Responsibilities in Selected Institutions of Higher Learning in the United States. (1958)

A study of 104 institutions. Findings include the observation of a breach between awareness and application of the philosophy of the student-personnel point of view. The majority of student personnel administrators expressed a desire to share in responsibilities not allocated to them.

A.12

Clark, T.C.: "Conditions of Work for College Faculty and Administrators". (1959)

A brief journal article based on information obtained from 1,000 questionnaires. Factors of satisfaction and dissatisfaction were studied. Most frequently mentioned as the item with which the administrators were concerned was "Teaching and service to education". The most frequently mentioned complaint was lack of "Physical facilities and services".

The article also mentions the results of personal interviews with college administrators. Most administrators consider themselves overburdened with responsibilities. Extra-academic responsibilities predominate as an annoyance to administrators. More attention should be given to the education of administrators.

A.13

Corson, John J.: Governance of Colleges and Universities. (1960)

An outline of the roles of main administrative officers. Although based on empirical observation of 10 institutions, the text reports few findings.

A.14

Mooney, Ross L.: "The Problem of Leadership in the University." (1963)

This article presents conclusions from a participant-observer study of the leadership situation in one large modern university, in the form of 17 propositions for use in the appraisal of leadership in other universities. Several of the propositions related to the split between teaching and research: "Present day research is a new development having its own special roots; powerful precedents have been set by the way in which research has been financed in the country since the war. Two systems are developing side by side in the university, one centering on teaching, and the other for special agencies and operations centering on research."

Further propositions relate to the fundamental shifts in the university since 1900: "Power to integrate the internal operations of the university, according to tradition, is lodged within the assembled faculty. The faculty, today, is oriented beyond the university. The university has lost access to a center of responsive power. With academic power and operational responsibility divided and subdivided, again and again, the image of the university as an integral community progressively dissipates."

Several propositions relate to leadership: "Neither faculty men nor administrators now feel that they can take leadership command. There is resentment and a split between faculty and administration. A psychology of management takes over; leadership is choked out. Ever wary of administrators, the faculty guards against administrative initiative. The tendency of the councils and the administrators is not to act. Administrators, frustrated and seeking an outlet, turn to the companionship of their office staffs and to the occasional use of their power over budget, but without significant effect in the leadership role."

A.15

Basler, D. Daryl: "Summary of the Eleven State Survey of Administrative Officers and Other Personnel." (1965)

The survey lists salaries for thirty-three different administrative positions. The information is based on 22 returned questionnaires. (See Table 2)

TABLE 2

Eleven State Survey of Full Year Equivalent Salaries of Administrative Officers in 22 Universities

Number of Colleges with the Office	Title	Median Salary	Low	High
22	President	$19,400	$16,800	$28,000
4	Administrative Vice-President	16,900	-	-
19	Academic Dean (Vice President)	15,800	12,800	22,100
22	Director of Graduate Studies	14,500	13,100	19,400
20	Dean of Students (Chief Student Personnel Officer)	14,200	6,300	18,500
13	Admin. Asst. to the President	13,700	12,000	16,800
4	Director of Campus Planning	13,500	-	-
22	Chief Business Officer (or Manager)	13,200	7,400	20,500
22	Librarian	12,700	8,500	13,000
22	Dean of Men	12,500	6,500	15,400
4	Director of Development (Fund Raising)	12,400	10,500	18,000
16	Director of Extension and Correspondence	12,400	9,500	18,000
17	Director of Testing and Counseling	12,400	9,100	19,000
9	Director of Institutional Research	12,120	9,500	14,500
8	Alumni Secretary	12,120	8,000	14,700
18	Registrar	11,700	8,200	16,100
17	Director of Placement	11,400	9,200	19,700
18	Dean of Women	11,200	7,300	18,240
20	Director of Audiovisual Aids and Instructural Services	11,200	7,100	16,800
9	Budget Officer, Accounting Officer, or Controller	11,200	6,200	18,500
16	Director of Admissions	11,200	6,900	17,300
13	Director of Student Union	10,200	6,300	16,100
11	Director of Auxiliary Services	10,200	8,400	13,000

TABLE 2 (continued)

Number of Colleges with the Office	Title	Median Salary	Low	High
22	Director of Student Health or College Nurse	$10,100	$ 4,500	$18,800
8	Director of Food Services	10,100	8,300	12,600
8	Director of Student Activities	9,900	6,800	13,000
15	Superintendent of Buildings and Grounds	9,900	6,800	13,000
16	Director of Information or Public Relations	9,600	8,700	16,200
14	Director of Financial Aids	9,500	7,000	15,100
19	Purchasing Agent	9,000	5,900	13,900
7	Director of Non-Academic Personnel or Civil Service	8,000	6,300	11,700
12	Bookstore Manager	7,200	3,800	9,200
15	Chief Secretary to President	6,600	4,800	9,700

B. STUDIES OF SPECIFIC ADMINISTRATIVE ROLES

B.1

Roland, Leo J.: "Professional Preparation of Junior College Administrators (Presidents)." (1953)

Information concerning the backgrounds of 136 junior college presidents was obtained from questionnaires. It was found that 90% specialized in learning areas of general education, 43% held the doctorate, 70% taught an average of 5 years as secondary school teachers. Also mentioned are the administrators' recommendations concerning professional preparation. The most prevalent professional preparation was secondary school administration, held for an average of 6.3 years, and service in institution of higher education for an average of 3.6 years.

B.2

Stout, Edward M.: "The Origin of the Registrar." (1954)

A brief inquiry into the historical origins of the office of registrar. The office is traced back to the medieval office of major-beadle, which was among the first permanent offices to appear, sometime after 1300.

"The duties and functions of the beadles were very carefully outlined. ... It was his duty to inform the faculty of the hour and the place of meetings. It was also his duty to assist the lecturers in maintaining good order in the schools each day....The beadle had one further important duty, that of keeping a register of all graduates or of those who achieved the rank of Master of Arts with the day and year of graduation."

B.3

Johnson, Milton E.: "Revealing Facts about the Business Manager: His Title, Tenure, and Prior Occupation." (1954)

A brief study based on questionnaires from 115 attendants of the 1953 Workshop in College Business Management at the University of Omaha. There was found to be a great diversity of titles used to designate the office. Average tenure was found to be 11 years. The most prevalent area of prior experience was accounting, followed by banking, sales, insurance, and bookkeeping. Only 25% had college teaching experience.

B.4

Knauth, E. Frederick: The College Business Manager (1955)

The study is based on questionnaires from 89 college business officers. The majority of business managers considered "human relations" to be the most difficult part of their work; other areas of difficulty mentioned were finance, budget, office and plant operations, and miscellaneous difficulties, such as "Attempting to concentrate on a problem in the face of constant interruption."

In answer to the question concerning how they had come to their position, most reported friends in or out of the college or previous contacts with the college as a means of entrance. The 'friend in the college' most frequently identified was the president. "A teaching position in the college ....was about as frequently mentioned as promotion from a lesser or different administrative position within the institution."

Seventy-three of the 89 business managers held degrees; 40% of these were Bachelor of Arts degrees. When asked about their opinions concerning educational preparation, most non-degree-holding business managers said a college education was not essential; while most degree holders said it was.

In their opinions concerning occupational background, "two thirds of those with a background devoted entirely to business thought business or professional experience was essential, while among those whose backgrounds were divided between business and education, with emphasis on the latter, only 40% considered experience essential and 60% considered it desirable but not essential."

"One of the perhaps unexpected findings of the present study concerns the great variety of schooling undertaken by the business managers who answer-

ed the questionnaire. The number of schools attended by 84 business managers is 189....At school, 32 separate studies were pursued -- counting liberal arts as a single study...." It was found that "in spite of the variety of studies undertaken by the responding business managers in their graduate and undergraduate colleges, "they placed heavy emphasis on business when recording their recommendations to candidates for the field of college business management.

B.5

Haas, Leonard: "The Academic Dean in American Teachers Colleges" (1956)

The author, himself a Dean, summarizes the findings obtained from 182 questionnaires. "The typical teachers college included in the study had established the office of academic dean in 1932....The largest institutions were the first to recognize the need for this position....Apparently, as institutions have increased in size and complexity, the needs of the college have overtaxed the facilities of the president's office, making the academic deanship a necessity." The common functions of deans are enumerated, and the personal characteristics of "The Typical Dean" are described.

"Chief complaints of the academic deans center about the extensive duties and heavy load that must be carried. The greatest satisfactions result from student counseling and the observance of the effective operation of the college. The fact that only four per cent of the academic deans reported that they derived much intellectual stimulation from their work suggests that too often the dean lacks time for study and any real creative thinking about his job."

B.6

Guenther, Louis C.: Functions Performed by Registrars in Degree-Granting Institutions Accredited by the NCA (1958)

The study examines the functions performed by 271 registrars. They were found to have served an average of 11 years. Fifty-seven per cent had academic rank. Two out of five taught.

Out of 166 functions actually performed, 120 were checked by a jury of 30 registrars as "desirable". These were found to be performed by all the respondents. Twenty-nine functions, performed by less than half the registrars, were judged undesirable.

B.7

Hillway, Tyrus: "What Professors Want in a President" (1959)

Based on 403 questionnaires, which listed qualities of college presidents ranked in order of popularity by the faculty. One quarter of the respondents ranked "integrity" the most important characteristic. This was

followed by "intellectual ability" and then "ability to organize and lead". A "dictatorial undemocratic attitude" was voted most undesirable by 24%. The undesirability of "dishonesty and insincerity" and of "weakness as educator and scholar" received equal attention, with 15% of the respondents ranking each highest, respectively.

B.8

Perry, Richard R.: The Admissions Officer (1963)

This study of 280 questionnaire responses proposes to answer the following questions: "(1) What are the qualifications and educational experience of the person who is the admissions officer? (2) What functional responsibilities are identified with the position he occupies? (3) What is the status of that position and its place in the administrative organization of the institution he serves? (4) What is the warrantability to the claim of professionalism for the admissions officer?"

One third of the admissions officers studied considered their educational preparation inadequate. Over 90% indicated that they would choose to be a director of admissions again if they were faced with that choice. Nevertheless, 42% indicated aspirations for other positions, mainly higher administrative posts.

"Admissions officers consider that the most important criteria to be applied in evaluating the effectiveness of their office appear in the following ranking: (1) Facility in making friends for the institution; (2) Respect accorded him by other educators, including other deans or directors of admission; (3) Leadership in maintaining high academic standards for the institution; (4) Continued improvement in the academic quality of the student body; (5) Willingness to work long hours; (6) Influence of his moral character upon students and faculty; (7) General intellectual leadership in the college and community; (8) Performance as a public speaker; (9) The graduation of a high percentage of the entering class; (1)) Ability to produce favorable publicity; (11) Ability to maintain a balanced budget; (12) Continuing growth of the institution's enrollment."

B.9

Hauser, Jane Z. and Lazarsfeld, Paul F.: The Admissions Officer in the American College: An Occupation Under Change. (1964)

A sociological analysis based on questionnaires returned by 811 admissions officers.

C. NOTES ON TRAINING

C.1

Wells, Margaret C.: "Training Student Deans at Syracuse" (1951)

An evaluation of the graduate course for women in student personnel administration at Syracuse. Questionnaires were given to both graduates and their employers. The article does not transmit any findings, but concludes with recommendations for the improvement of the courses.

C.2

Ramseyer, John A., and Harris, Lewis E.: "Social Science Research Applied to School Administration" (1954)

A discussion of research methods used in a study of educational administration "designed to reconstruct the preparation program of educational administrators". The program -- The Cooperative Program in Educational Administration, conducted by Ohio State University -- consists of studying educational administration and changing the preparation of administrators in the light of study findings. Interim observations are offered: (1) Administration is bigger than the administrator. (2) Administration is a team affair. (3) The problem-solving technique is difficult to apply to many school situations.

C.3

Miller, Van: "Comment by a Professor of Educational Administration" (1954)

A sceptical appraisal of Human Relations seminars for administrators. The new approach to training school administrators, "reflected in the stress placed on unique personalities", is found to encounter the following problematic questions: (1) "Do we know what human relations skills and personal attitudes are effective and desirable?" (2) There is a tendency to overlook the value of disharmony as an activating factor, and as a necessary counterbalance to harmony and acceptance. (3) The behavior of administrators participating in a Human Relations seminar changed in the context of a group of colleague administrators. The real change of behavior, however, must occur in the context of a heterogeneous group.

C.4

Hoff, Charles W.: "What Kind of Training for College Business Management?" (1955)

Summarizes the prerequisites for college business management as follows: "A basic education with a baccalaureate degree, on-the-job training, specialized college courses, attendance at meetings of professional associations, formal training in short courses..."

C.5

Wormald, F.L.: "Institute for College and University Administration" (1955)

A brief review of a five-day program conducted by the Harvard School of Business Administration. "Its aim was to give 39 newly-appointed college presidents an opportunity for enlarging...their understanding of the president's task by discussing through the case-study method the kind of problems he encounters in his daily work."

C.6

Bauer, Ronald C.: Cases in College Administration: With Suggestions for their Preparation and Use (1955)

This study of selected cases, based on situations commonly encountered in educational administration, is designed as a manual for administrators. The method of selection and development of cases for the purpose of study is described at length.

C.7

Chambers, M. M.: "Michigan Fellows in College Administration" (1959)

A brief article relating the establishment of a program of training for college administrators at the University of Michigan. "Holders of doctoral degrees who have had at least three years of college teaching or administration are selected as Michigan Fellows in College Administration to be associated for one academic year with the Center for the Study of Higher Education at the University of Michigan."

D. TEXT BOOKS AND GENERAL ARTICLES

D.1

Thwing, Charles F.: College Administration (1900)

The first book on the subject. A rather general examination of administrative duties. The author describes three types of presidents: clerical, scholastic, and executive.

D.2

Eliot, Charles W.: University Administration (1908)

Brief survey of key administrative offices. One of the earliest books on the subject, written by a college president. A general and often personal appreciation of qualities needed for efficient administration.

D.3

Catell, J. McKeen: University Control (1913)

A prominent psychologist argues for faculty participation in administration. Contains a historical review of systems of university control, followed by a "Referendum on Administration". Nearly 300 comments from academic scientists on university control are reprinted. The suggestions comprise the following points: "(1) There should be a corporation consisting of the professors and other officers of the university, the alumni...and members of the community... This corporation should elect trustees... the trustees should elect a chancellor and a treasurer. (2) The president's salary should not be larger, his position more dignified or his powers greater than those of the professor. (3) The unit of organization within the university should be the school, division or department. (4) Each school, division or department should elect its chairman and have as complete autonomy as is consistent with the welfare of the university as a whole. (5) The departments or divisions should elect representatives for committees and to a senate which should legislate for the university as a whole. There should be as much flexibility and as complete anarchy throughout the university as is consistent with unity and order."

D.4

Hurt, H.W.: "Men of Affairs for College Executives" (1921)

Heads of higher institutions "are very often chosen for qualities of administration or development and it is nothing infrequent to have in his institution numerous men who outrank him in scholarly qualities or rating.".

D.5

Thwing, Charles Franklin: The College President (1926)

Contains an outline of the relations of the college president with the trustees, the faculty, the students, the graduates, the churches, other presidents, the press, and the general community. Mainly personal observations.

D.6

Kirkpatrick, J.E.: The American College and its Rulers (1926)

A historical survey. "The radical departure...from time-honored practices of the European countries...the marked subordination of the teaching body of the higher schools...to people who were not of the schools, of necessity worked a great change in the character of the teaching profession ...in the United States." Discussion of problems resulting from adopting "the expedient of an autocratic executive as a means of securing good government."

D.7

Lindsay, Ernest E. and Holland, Ernest O.: College and University Administration (1930)

Contains a brief sketch of the origin of the following offices: chancellor, rector, procurator, and dean, with bibliography. There is also a general review of the organization of American universities. This book is basically a how-to-do-it textbook for the administrator.

D.8

Eells, Walter: Surveys of American Higher Education (1937)

Sponsored by the Carnegie Foundation, it includes a listing and classification of surveys of higher education; techniques for surveys of higher education; and the results of surveys of higher education. "The author's desire has been to make a critical analysis of all existing published surveys of higher education...."

D.9

Donovan, H.L.: "What is the Essential Nature of a Teachers College Administrative Staff?" (1938)

"The most important problem in the administration of a college is a clear understanding of the proper relations that should exist between the board of trustees, the president, the faculty, and the students...We have usually patterned the administration of our colleges after big business... (However) Corporative administration is not a desirable pattern for the administration of a college...The best results are obtained when trustees, president, and faculty regard college administration as a cooperative affair in which all have a part.

"The president should be a man of broad scholarship and vision...he must be both a business man and an educator. But the business activities of the college are certain to consume the larger part of his time....The president of a modern college administers his institution largely through....administrative assistants....Since they represent the president in their various departments, they should be men and women possessing in a degree the same qualities of mind and heart and professional skill and leadership as.... a good college president.

"The dean has two primary functions. First, his work relates to the personal welfare of the students...The second big responsibility of the dean is his work with the faculty....He is largely responsible for such supervision of instruction as is made in colleges.

"The registrar of a teachers college is the custodian of the educational records....The registrar will administer admissions to the institution. ...It is the duty of the registrar to make statistical analyses of the data in his office and furnish these studies to the president, the dean, and the

faculty.

"The dean of men and the dean of women serve the students in a very personal way. They are charged with the responsibility of seeing that the living arrangements of students are conducive to good study.

"The business manager of the college will determine standards of work for all secretaries, clerks, and bookkeepers....This officer will assist the president in the preparation of the budget....He will collect the institution's income."

D.10

Ward, Paul W.: "Reflections on University Administration" (1938)

The author rejects common analogies between university and government or business administration. "We need administrators who are scholars and who, even when in doubt, will be gentlemen." Administration is a means to an end.

D.11

Day, Edmund E.: "Role of Administration in Higher Education" (1946)

Review of the basic responsibilities of administration: (1) To add to the institution's resources; (2) To maintain public relations; (3) To mediate within the institution; (4) To coordinate a wide variety of interests and activities constituting the total program of the institution; (5) To provide for innovation; (6) To identify and express the general philosophy for which the institution stands.

D.12

Hutchins, Robert M.: "The Administrator" (1946)

Emphasizes qualities required by administrative offices in education, as opposed to business. "The minimum qualifications of an administrator.... are four: courage, fortitude, justice, and prudence or practical wisdom."

D.13

Deferrari, Roy J.: College Organization and Administration (1947)

This anthology contains articles by administrators outlining the duties and functions of the various administrative offices, mainly in reference to Catholic institutions.

D.14

Davidson, Carter: "Is College Administration a Profession?" (1949)

"College administration is only now emerging as a profession. To date the training has been slipshod." Items to be considered in training educational executives are listed: (1) physical stamina; (2) an understanding of scholastic endeavor; (3) classroom teaching experience; (4) personnel relations; (5) oratory; (6) courses in law and politics; (7) writing ability; (8) financial know-how; (9) political ability; (10) "Philosophy -- a secure basis of reference for...decisions".

D.15

Keezer, Dexter M.: "The Human Element in College and University Administration" (1950)

An unpretentious review of fictional treatments of college administration, including a list of novels about college life.

D.16

Russel, John D.: "Professionalization of College Business Management" (1950)

The author enumerates ten items that characterize "a true profession". "On some of the more significant criteria...such as scholarly preparation, an organized and substantial body of literature, a research program for the development of new knowledge, and the control of entrance to the calling, college and university business management falls short of the standards for a profession."

D.17

Colvert, Clyde C.: "Significant Characteristics of Successful Administration Frequently Overlooked" (1950)

The author lists 17 features supposedly indispensable to successful junior college administration. They are: (1) regaining friends lost as a result of controversial decisions; (2) respect for professional opinions of faculty members; (3) attendance of junior college workshops; (4) attendance of professional meetings; (5) classroom teaching; (6) professional reading; (7) membership in a civic club; (8) public appearances; (9) avoidance of any politically controversial statements in written form; (10) answering correspondence promptly; (11) "The administrator should do the matters he dislikes first -- then the remainder of the day will be happier." (12) avoid letting an upsetting experience affect his reactions adversely for the remainder of the day; (13) "The administrator must like people -- all people-"; (14) "He must be dressed in taste and in keeping with his position." (15) the junior college administrator will budget his time so as to spend some reasonable amount of time with his family;

D.18

Euwema, Ben: "Some Principles of University Administration" (1951)

The author offers ten axioms from which, he hopes, the detailed procedures of democratic administration can be deduced. Among them are: "(1) Administration is always a means to an end...(2) The university administrator should be a member of the faculty and sympathetic to the faculty point of view...(3) Despite almost universal faculty preference for a democratic system, members of the faculty often do not care to assume the responsibilities attendant upon them...(4) Democracy is, in the last instance, a matter of intent and not of organizational pattern...(5) We often hear people say, 'The best thing an administrator can do is appoint good people and then leave them alone.' This is more than half true...(6) Almost every administrator welcomes routine clerical work because he feels that it relieves him of the necessity of thinking...(7) The administrator possesses his great powers for only one purpose: to weld the faculty and students together into an integrated group with a common purpose and a common sense of direction."

D.19

Hopkins, Everett H.: "Efficiency and Democracy in University Administration" (1951)

"A democratic university administration can be efficient. Democracy and efficiency are not only compatible, but to a considerable degree they are also complementary."

D.20

Page, Charles H.: "Bureaucracy and Higher Education" (1951)

A sociologist considers the bureaucratization of education. "Full-scale bureaucracy implies standardization. Bureaucracy implies the diminution of spontaneity. Most bureaucratic organizations are established to serve some special 'client-public'."

In educational administration, "some observers and participants, especially among the faculty, grow quite concerned about another ever-present feature of bureaucracy, namely, the fact that within it there develop distinctive and commonly recognized career lines...we now witness former generals, admirals, governors, and corporation heads marching into the office of university president; this is further evidence of bureaucratization, with its ubiquitous standardization. We see a case of the interchangeability of patterned parts, even at the top level."

The essay describes four types of adaption to academic bureaucracy. First is the ritualist, whose official duties have become deeply engrained habituations. The second type, the "academic neurotic", is "confused by the apparent contradictions between professed norms and actual practice,

frustrated by the 'imposition' of bureaucracy's ways on his own being, and seemingly has little realistic understanding of the functional features of the system in which he operates. These features of the college environment usually do not disturb the third type, the academic robber baron who will, when it serves his own ends best, irnore bureaucratic propriety altogether. In the last type, the academic rebel, the traditional values are rejected, together with the entire apparatus of methods and of means."

D.21

McVey, Frank L., and Hughes, Raymond M.: Problems in College and University Administration (1952)

Two ex-administrators collaborate to produce a volume of advice and reminiscence.

D.22

Jones, Lewis W.: "Administration-Faculty Relations" (1953)

A general survey by a college president of the recent development toward "centralization". As for tension between faculty and the administration, the reader is reminded that "nothing living is without tension".

D.23

Draper, Lynn H., and Mortola, Edward J.: "Human Relations Pitfalls for the Novice Administrator" (1953)

A list of human relations pitfalls the administrator may encounter and a summary of administrative etiquette.

D.24

Moore, Robert F.: "Can Our Colleges Compete with Industry?" (1953)

Cites need for developing a "strong administrative group in continuity for universities and colleges". Problems of personnel selection, salary, and job desirability are considered by the author-business manager on the basis of a sampling of "the best thinking of 20 key college administrators".

D.25

Furst, Harold: An Inquiry into University Organization and Administration (1954)

A theoretical treatment of organization of higher education. Contains a review of literature in the field of administration, and a chapter on current administrative practices.

D.26

Perkins, John A.: "Public Administration and the College Administration" (1955)

Problems of administration are analyzed in terms of planning, organization, staffing, directing, coordinating, reporting, and budgeting. It is argued that college administration is "much the same as administration in any other public or business context".

D.27

Wilson, Logan: "Academic Administration: Its Abuses and Uses" (1955)

Internal administrative shortcomings are traceable to persons, attitudes, and social structure. The article concludes with a review of how administration can best serve educational institutions: (1) by increasing the strength of the faculty; (2) by allocating resources; (3) by keeping a proper balance in the over-all educational program; (4) by catalyzing a diversity of elements into an effective whole.

D.28

Williams, Lloyd P.: "Some Heretical Reflections on Educational Administration" (1956)

In many cases, administration "impedes original research, hinders creative writing, and obstructs provocative teaching". The person most likely to succeed in educational administration is "the one characterized by unimpeachable character, at least insofar as the public is concerned; generalized commitment to freedom, capitalism, and virtue, but no overt commitment to any movement or organization that might be socially or patriotically suspect; continual control of the emotions of anger and irritation, particularly in relation to supervisors and the public; command of strategic contacts...skill at verbalization.

"The administrative officer is compelled frequently to perform ceremonial functions both within and without the college....not research, writing and teaching." The author concludes that instead of encouraging customary business, the administrator's role is "to give encouragement and security to the scholars of his staff" and to shield "from the crass and nihilistic forces of the world those who are the individual thinkers". Finally, "In order of expendability within the educational community, the administrator occupies the number one position".

D.29

Cumings, Edgar C.: "Leadership in Higher Education" (1957)

"The decline in leadership in higher education may be attributed, in part, to the methods employed by boards of trustees in selecting their new leaders and to the changes in the kind of people chosen."

D.30

White, Goodrich C.: The Education of the Administrator (1957)

A subjective discussion of the "everyday job of the administrator", emphasizing the importance of rare virtues (faith, hope, and charity) in the satisfactory execution of the slightest administrative functions.

D.31

Cowley, W.H.: "The Administration of American Colleges and Universities" (1957)

The history of university control. Mentioned are the French model of university control, adopted by institutions in Germany and England, in which the faculty retains administrative powers, and the Italian model of predominantly student-controlled institutions, which was later modified by the introduction of a non-academic board of control. The function of administration is the creation and maintenance of order.

D.32

Kettler, Raymond W.: "Are Management Surveys of Higher Education Beneficial?" (1958)

Outlines three types of management surveys: those carried out by completely independent outside organizations; self-surveys by experts from within the institution; and a combination of the two. The answer to the title question is yes.

D.33

Woodburne, Lloyd S.: Principles of College and University Administration (1958)

An outline of the functions and standard practices of administrative officers.

D.34

Millet, John D.: "The Job of Management" (1958)

"The Administrator of a college or university is more nearly to be compared with political leadership in government rather than with the management element in a business corporation."

D.35

Gross, John O.: "College Administration -- an Art and a Test" (1959)

The article consists of personal recollections of unidentified presidents the author has known, hinting at reasons for their success and failure.

D.36

Stoke, Harold W.: The American College President (1959)

Cites "the pressures of growth under which the president as a man of learning is giving way to the man of management".

D.37

Wriston, Henry M.: Academic Procession: Reflections of a College President (1959)

An "intensely personal" autobiographical reflection on the office of president. "Boredom is the president's worst enemy."

D.38

Litchfield, Edward H.: "Organization in Large American Universities" (1959)

An enumeration of inadequacies of present practices. Cites general neglect of the problems of communication, widespread disregard to "proven management tools", and failure to train for university administration.

D.39

Burns, Gerald P.: "New Trends in Administering and Financing Higher Education" (1960)

Public interpretation of higher education has taken on new importance. Greater support of higher education is being given by the federal government. Private support is increasing. Cooperative efforts among colleges are being made. There are more assistants to the president. There is more orientation and training for trustees.

D.40

Rainy, Homer P.: "How Shall We Control Our Universities?" (1960)

Why college presidents leave their jobs. "The fundamental difficulty with the office of the president is due to the relationship between the president and the board of control. There is an imbalance between the responsibility and the actual power of the position. The remedy suggested by the author is the avoidance of the invasion of administrative prerogative by the board.

D.41

Millet, John D.: The Academic Community: An Essay on Organization (1962)

Covers such areas as the functions of administration; the structure of administration, and student personnel services.

D.42

Burns, Gerald P., ed.: Administrators in Higher Education: Their Functions and Coordination (1962)

The book is "designed to help administrators...perform more effectively, efficiently, and economically", and divided into "(1) Chapters providing a general overview of higher education; (2) Chapters providing specific detailed treatment of individual administrative functions." Examined are the following offices: president, dean, vice-president for business affairs, dean of students, director of public relations, director of development, the registrar and director of admissions, the alumni director.

The editor concludes that serious scholarship is not confined to the academic disciplines. Administrative proficiency can be learned and developed. Today's president should be a man of management as well as a man of learning.

D.43

Donovan, George F., ed.: Selected Problems in Administration of American Higher Education (1963)

The emphasis is on problems relating to Catholic institutions.

D.44

Gross, Neal: "Organizational Lag in American Universities" (1963)

A theoretical sociological analysis of forces of stress in leading American universities. The following changes are found to have occurred:

(A) Division of labor among academic personnel has caused the academic role gradually to be redefined "to embrace a variety of diverse tasks that the university has assumed."

(B) The reward system of evaluating the performance of the academic mind by the criteria of productivity and research.

(C) Organizational substructure -- groupings of faculty members in subject areas, or departments.

(D) Departmental autonomy.

(E) The greater power of the faculty as a body over educational policies affecting the entire university.

(F) The changing role of the university president so that now he gives primacy to such functions as finance, public and human relations rather than the academic problems of the university.

(G) The steadily diminishing power of the board of trustees over the internal operation of university affairs.

The failure of structural arrangements within universities to keep pace with their expanding organizational objectives results in an "organizational lag". "I find little evidence that these basic organizational problems are recognized in most of the major American universities. In the few cases where there is an awareness of them by the administration, I see few systematic efforts to deal with them."

D.45

Hungate, Thad L.: Management in Higher Education (1964)

A textbook for students of educational administration. Cites the four functions of management: the delegating and organizing function; the directive function; the operative function; and the evaluative function.

The following conclusions are reached: (1) governance of institutions by consensus is essential; (2) large delegation of board responsibility under its reserved control should be made to a unified organization with the president as the single chief executive; (3) communication is essential to governance by consensus; (4) long-range planning is fundamental; (5) a comprehensive, systematic, and continuous evaluation of all aspects of the institution is an essential process; (6) the public should be informed concerning institutional affiars.

D.46

Wilson, Logan: "Disjunctive Processes in Academic Milieu" (1964)

Concerned with issues that provoke conflict in universities and with shortcomings in organizational structure.

D.47

Rourke, Francis E., and Brooks, Glenn E.: "The Managerial Revolution in Higher Education" (1964)

The "Managerial Revolution" is indicated by (1) the establishment of offices of institutional research; (2) the growing use of automatic data-processing techniques; (3) the development of new methods of resource allocation; (4) changes in the character of top-level university administration.

D.48

Harris, Seymour E., (ed.): Challenge and Change in American Education (1965)

Contains articles by 31 contributors, on such topics as roles and responsibilities and the challenge of growth.

SUMMARY

Our review of the literature has shown that there is much written to help the administrator perform his job, but little to help the college president plan his administration. There is a continual pressure to add new men. In the field of services, it is difficult to have enough. One can talk about optimum class size but not optimum student-administrator ratios. Since administrators do not produce revenue, there will probably always be at least an imagined shortage.

The modern university and college have a host of lower level functions of a rather routine nature. The lower-level administrator may not be highly paid but his job is usually secure. The university is on the inside track when it comes to recruiting. There may be too much turnover, but this results only in inefficiency and not unfilled positions. University life offers many compensations for the relatively low pay of the administrator. Administrators have little leverage in their fight for higher pay.

Despite all of this, the large college administration is one of the least noticed facets of the modern university. Care should be taken to let the administrator get his share of the credit and prestige. The administrators are the only potentially permanent members of the organization. In many cases, they want a larger say in things. Whenever possible, they should be heard, if only for their own satisfaction.

Modern American universities and colleges are usually democratic. The price is paid in hours spent in committee and in slowness of movement. The modern administrator should bear this in mind and proceed as efficiently as can be done democratically.

Why have college administrations not been more systematically studied? Probably because there have not been really serious problems. This review has shown that a good study would be difficult. The recent interest in upgrading college administrators manifest in the American Council on Education's Internship Program in Academic Administration would suggest that a study of college administrators would now be useful. One must keep in mind that the American university and college are administered in part by their faculties and no study of college administration can exclude the faculty committee member.

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